

EBOOK CODE: REAU1138



Read and Succeed

Book 1

Ages 11 - 14 years

- Solo Sailor
- Curse Or Coincidence?
- Go SK8
- Bigfoot Or Big Fake?
- Gondwanaland
- UFO Sightings
- Freerunning
- Go Casey
- Tsunami Survivor



By Margaret Warner

Contents

Teachers' Notes	4	Language Features 2	34
Australian Curriculum Links	4	Scanning For Meaning	35
		A Cloze Activity	36
Solo Sailor		UFO Sightings	
Comprehending Texts	6	Comprehending Texts	38
Language Features	7	Language Features	39
Scanning For Meaning	8	Scanning For Meaning	40
Apostrophes And Making Meaning	9	A Cloze Activity	41
A Cloze Activity	10	Are UFOs Real?	42
Your Point Of View	11		
		Freerunning	
Curse Or Coincidence?		Comprehending Texts	44
Comprehending Texts	13	Language Features 1	45
Language Features	14	Language Features 2	46
Scanning For Meaning	15	Scanning For Meaning	47
Making Meaning	16	Matching For Meaning	48
A Cloze Activity	17	A Cloze Activity	49
Your Point Of View	18		
		Go SK8	
Go SK8		Comprehending Texts	20
Comprehending Texts	20	Language Features	21
Language Features	21	Scanning For Meaning	22
Scanning For Meaning	22	Matching For Meaning	23
Matching For Meaning	23	A Cloze Activity	24
A Cloze Activity	24		
		Go Casey	
Bigfoot or Big Fake?		Comprehending Texts 1	51
Comprehending Texts	26	Comprehending Texts 2	52
Language Features	27	Scanning For Meaning	53
Scanning For Meaning	28	A Cloze Activity	54
A Cloze Activity	29	Autobiography	55
Exploring Bigfoot Further	30		
		Tsunami Survivor	
Gondwanaland		Comprehending Texts	57
Comprehending Texts	32	Language Features 1	58
Language Features 1	33	Language Features 2	59
		Scanning For Meaning	60
		A Cloze Activity	61
		Answers	62-64

Teachers' Notes

Read and Succeed Book 1 is written for lower secondary students who are struggling to keep up with their peers, and is therefore linked to the Year 5 English Curriculum. Researchers and teachers know that a student's fluency in reading increases as the student reads more often, and experiences success and enjoyment as their skills develop.

It is important to remember that secondary students experiencing difficulty with reading must be retaught basic literacy skills and concepts that they may have had difficulty processing in earlier years for whatever reason. When they acquire these skills, they will begin to gain confidence putting them into practice.

Students at lower secondary level who are not reading at their expected level of competency are more likely to engage with texts about fascinating subjects. In *Read and Succeed Book 1*, students will read a range of texts that are likely to be of interest to them and complete language activities that focus on the student succeeding with reading. The book uses short paragraphs to develop key ideas.

Ideas on how to use the book:

- *Model effective reading strategies by reading to the student or group. Ask questions before, during and after reading.*
- *Discuss the topic of each unit and encourage students to contribute their prior knowledge of the topic. Prior knowledge helps with understanding.*
- *Actively teach comprehension skills. Discuss how to work out the meanings of unfamiliar words, make predictions, summarise main ideas, identify literal information and make inferences.*
- *Encourage students to work in cooperative groups so that they experience success.*
- *Develop students' confidence in reading so that when they read they will succeed. When they succeed they will read more and develop their skills and enjoyment of reading.*

Australian Curriculum Links

Year 5

Language

ACELA1797
ACELA1500
ACELA1502
ACELA1504
ACELA1505
ACELA1506
ACELA1508
ACELA1512
ACELA1513

Literacy

ACELY1701
ACELY1702

Literature

ACELT 1608
ACELT1609

- Before reading *Solo Sailor* below, answer the questions.

Have you ever been sailing? _____

What do you know about boats? _____

- Read *Solo Sailor*. If you come across an unfamiliar word when you are reading, try to work out its meaning from the rest of the sentence.

◦ SOLO SAILOR ◦

In May 2009, 16 year old Jessica Watson set out from Sydney Harbour in a sailing boat. Her aim was to sail solo and unassisted around the world. Jessica Watson grew up learning about boats and the art of sailing. She and her brother and sisters all had sailing lessons as children. When she was 11 years old, her family was living on a 16 metre cabin cruiser so she knew about life on board a boat from a young age.

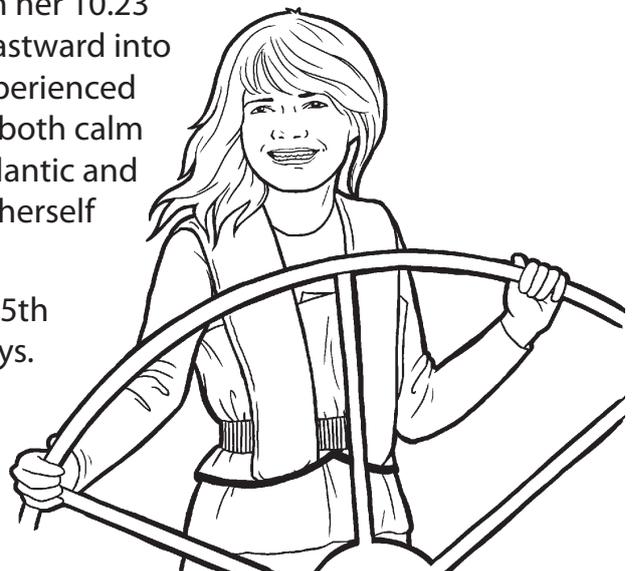
At the age of 12, Watson decided that she wanted to sail solo around the world and a few years later she began to plan her solo circumnavigation of the globe.

Watson's plan to sail solo, non-stop and unassisted around the world was announced in May 2009. She expected the voyage to take around eight months and she aimed to cover around 23,000 nautical miles. During the trip no other person would be allowed to give her anything. She would not be allowed at any time to moor to any other boat or in any port. However, she would be allowed to get advice over her radio.

A month before the planned leaving date, Watson was sailing from Brisbane to Sydney when her boat collided with a large bulk tanker and lost its mast. Many people then said publicly that she was too young to go on such a dangerous voyage alone. However, she went ahead as planned.

On 18th October 2009, Watson left Sydney in her 10.23 metre boat - Ella's Pink Lady - and headed eastward into the Pacific Ocean. During her voyage she experienced both good and bad weather which brought both calm and rough seas as she crossed the Pacific, Atlantic and Indian Oceans. She had to do everything by herself including repairs.

Watson arrived back in Sydney Harbour on 15th May 2010 after being at sea alone for 210 days. A crowd of 75,000 people, including the Prime Minister, welcomed her. Three days after her arrival she had her 17th birthday. Jessica Watson was named Young Australian of the Year on Australia Day 2011.



○ Solo Sailor is a non-fiction text. It is an information report about an important event. An information report often contains statistics and dates.

1. Identify and write down five dates or statistics in the text.

○ The report is divided into paragraphs. The first sentence in each paragraph tells you what the paragraph will be about.

2. Write a short summary in your own words of paragraph three.

3. Write a short summary in your own words of paragraph five.

 ○ Read the information report again and look at the topic sentence of each paragraph. Then find and explain what happened on these important dates.

In 2005 at age 12 _____

In May 2009 _____

On 18th October 2009 _____

On 15th May 2010 _____

On 26th January 2011 _____

- Before reading *GO SK8* answer the questions.

Are you a skater? _____

List three things that you know about skateboarding.

- Read *Go SK8* below. If you come across an unfamiliar word when you are reading, try to work out its meaning from the rest of the sentence.

GO SK8

Skateboarding is a sport that has influenced fashion and music and has its own language. How and where did this sport start? In the 1950s, surfers in California took surfing to the streets. Skateboarding became a fun activity enjoyed after surfing.

The first basic skateboards were made from boxes or boards with roller wheels attached. Injuries happened often when skaters crashed and hit the road. No one really knows for sure who invented the first skateboard, but gradually basic boards were improved. Sometime later companies started producing skateboard decks made of pressed layers of wood.

By the early 1960s, skateboarding had become a popular sport with skaters demonstrating their skills in competitions. However, by the mid-1960s skating had become less popular and people thought of it as just another fad like the hula hoop which would soon disappear. Companies that were building skateboards began to close which forced keen skaters to make their own boards.

Sourcing parts for skateboards became difficult for skaters and clay wheels made the boards hard to steer. In 1972 Frank Nasworthy invented urethane (a type of plastic) wheels, which created new interest in the sport and attracted non-surfers who wanted to try to skate. By 1975 skaters were showing off different skills. They rode their boards low to the ground, amazing spectators.

A few years later, skater Alan 'Ollie' Gelfand, invented a jump now called the ollie. By slamming his back foot down on the tail of the board he was able to propel himself and his board into the air. The ollie quickly became a popular move. By the 1990s skateboarding grew in popularity and skaters began to invent many amazing tricks.

Professional skaters now share their skills on YouTube and there are international competitions and skills exhibitions. Companies now produce skateboards for young beginners as well as professionals. Skateboarding is even being considered as an Olympic sport, but many skaters feel that if this happens, skateboarding will lose its appeal as a sport where skaters show individual style, and will be in danger of becoming mainstream.



- Organising information in chronological order can help the reader to predict what will happen next and also locate information easily.

1. Find these dates in the text and complete each sentence.

a. In the 1950s _____

b. By the early 1960s _____

c. By the mid-1960s _____

d. In 1972 _____

e. By 1975 _____

f. By the 1990s _____

g. At the present time _____

h. Maybe in the Olympics _____

i. The future of skateboarding is _____

- Language and spelling changes over time.

2. Translate the text messages below.

a. M8 _____	f. BCNU _____
b. EZ _____	g. GOSK8 _____
c. SK8 _____	h. CUL8R _____
d. OIC _____	i. SK8RBOI _____
e. SK8R _____	j. UR 1DRFL _____